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ABSTRACT

The extent of structural inequalities of students from racial and ethnic minorities in access to knowledge and resources is explored, and some of the sources of these inequalities are discussed. Some of the consequences of these inequalities for the nature and quality of education in the United States are considered. The isolation engendered by the historical and current state of segregation and exclusion confronting minority students in the United States creates the conditions that result in systematically unequal access. This unequal access is perpetuated by funding inequities in public education. Questions of access to educational resources also arise, such as the availability of teachers, courses, curriculum materials, and equipment. Educational tracking serves to exacerbate existing discrepancies by further rationing curricular opportunities. The final section suggests a number of proposals for school finance equalization, professional teaching policies, curriculum and testing reforms, and government roles in improving access to knowledge and educational resources for all students in the United States. (Contains 72 references.) (SLD)

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